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AUTHOR Glassick, Charles E.; Huber, Mary Taylor; Maeroff, Gene I.
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ABSTRACT

The aim of this study was to develop standards that could guide the documentation and evaluation of faculty scholarship. The research was based, in part, on a formal survey conducted in 1994 of all four-year colleges and universities in the United States on faculty roles and rewards. A prologue titled, "A Personal Journal," written by the late Ernest L. Boyer who commissioned the research, precedes the report. The report describes six qualitative standards that provide the conceptual framework to guide faculty evaluation of scholarly work: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. It discusses ways in which faculty roles and institutional missions support rather than conflict with each other. The report proposes the development of a professional profile, to include a statement of responsibilities, a biographical sketch, and documented samples of the scholar's work, as part of the evaluation process. The report also notes three important scholarly characteristics: integrity, perseverance, and courage. Appended is the questionnaire used for the 1994 National Survey on the Reexamination of Faculty Roles and Rewards; 57 data tables presenting the results of the survey; technical notes; and the Carnegie Classification of Institutions of Higher Education. (Contains approximately 175 notes.) (CH)

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